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## ABSTRACT

In the summer of 1970, the School of Library and Information Science at the State University of New York at Albany (SUNYA) initiated an integrated 3-year undergraduate and graduate program leading to a bachelors degree in an area of the student's choice and a Masters of Library Science (MLS). Twenty-one junior year students, (nine Black or Spanish American and all economically deprived) were recruited. A random sample of 20 students in the regular MLS program were selected as a control group and compared to the trainees in background and attitudes on their graduate library education. During their junior and senior years, the trainees took some library science courses, attended lectures and tours, and participated in two projects: a reorganization of the Albany county jail library and a paid summer internship. In interviews, trainees stated that their undergraduate exposure to librarianship had assisted them in making career decisions. They felt that their 3-year program was outstanding. The SUNYA program had a lower dropout rate than similar programs to date. Only one of the program's objectives was not fully met--to encourage trainees to take undergraduate programs in fields rare to graduate library students. Only four trainees chose unusual undergraduate programs. (SL)

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EVALUATION OF THE ALBANY LIBRARIANSHIP TRAINEE PROGRAM  
OF THE SCHOOL OF LIBRARY AND INFORMATION SCIENCE  
OF THE STATE UNIVERSITY OF NEW YORK AT ALBANY

by

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### Introduction

In the summer of 1970, the School of Library and Information Science of the State University of New York at Albany (SUNYA) received a grant from the United States Office of Education (Higher Education Act of 1965, Title II-B) to initiate a three-year undergraduate and graduate program leading to a bachelor's degree in the area of the student's choice and to a master's degree in Library Science. The School of Library and Information Science at Albany contracted with the Library Research Center of the University of Illinois to evaluate the program.

The evaluation by the Library Research Center has been based upon the four objectives of the program. Each of the objectives was looked at in terms of the input and the processes and procedures designed to reach the objectives, and the resulting product. Information for the evaluation was collected from

- 1) reports and documents generated by the program,
- 2) interviews with the Coordinator and Assistant Coordinator for the program, as well as the staff of the School of Library and Information Science at Albany,
- 3) a site visit to the school,
- 4) questionnaires distributed to students in the trainee program and a control group of students,
- 5) interviews with students in the trainee program and the control group,

- 6) student records for both the trainee and control group,
- 7) results of a semantic differential test given to the group of trainee students and a control group, and
- 8) the evaluations of the summer internship program by the students, the participating librarians, and the Coordinator of the Trainee Program.

#### Objectives of the Program.

The proposal for the Albany Librarianship Trainee Program listed the following four educational objectives for the program:

1. To establish a creative and innovative pre-librarianship college program in the upper division level (junior and senior years) at the State University of New York at Albany.
2. To recruit into the proposed program an initial group of 20 junior-year students, drawn from economically deprived groups, who would normally not see graduate professional work as an educational objective at the end of the sophomore year at college or upon the completion of junior college.
3. To provide for this group a three-year integrated program of pre-professional and professional education of superior quality, in which previous academic deficiencies are corrected and in which an unusual mix of professional education, professional experience and professional involvement is provided.
4. Through careful educational guidance, to encourage these students during their junior and senior years to choose majors, minors, and groups of electives which will give them social and academic

competencies rare among students ordinarily coming to the graduate year in librarianship. Some of these we would expect to be in the new inter-disciplinary fields available on the Albany campus: environmental studies, inter-American studies, Afro-American studies, urban affairs, science and society. Others we would expect to be in the more traditional academic areas critically needed in the library and information fields: computer science, linguistics, atmospheric science, and systems theory, to name but a few.

The program described in the proposal was a program of early recruitment into the library profession; it was not specifically a minority program. However, the program became one of early recruitment into the profession of the financially disadvantaged with a commitment to recruit from minority groups.

A search of the literature revealed that a number of library recruiting projects had existed in New York State prior to the beginning of this program: the Library Careers Program for Western New York based in Rochester, one for Central and Southern New York based in Syracuse, and the Library Futures Program of the New York City area.<sup>1</sup> These three recruiting projects were supported by funds from the Library Services and Construction Act. The general purpose of each program was to recruit capable people into the field of public librarianship.

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<sup>1</sup>Leland Decker. Library Recruiting Projects. Bookmark. 29:195-8, February 1970.

To achieve the goal, each project provided an opportunity for college students (mainly juniors and seniors) to work in public libraries performing professional tasks for eight weeks in order to get a first-hand view of librarianship. Each project also provided certain year-round activities for the recruits: exhibits, special panels of speakers, municipal and college career days, and counseling services.

A spin-off from these projects in New York State was the Florida Library Intern Program of the Florida State Library.<sup>2</sup> The funding pattern was the same as that of New York, however it was a program for the entire state and not certain regions of the state as New York's programs. "Its purpose was to entice bright young people into the library field."<sup>3</sup> The internships were awarded to college juniors, seniors or college graduates who were considering careers in public librarianship. Students or graduates who had previously worked in a library, who had undergraduate library science majors, or who were already planning to enter graduate library school were not eligible for internships in the Florida program.

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<sup>2</sup> Betty Davis Miller. The Intern Program of the Florida State Library. Two-Year Report. 1967-68. Tallahassee, Florida State Library, 1969.

<sup>3</sup> Ibid., p. 1.

The period of internship was from 8-12 weeks in a Florida public library and the interns were to be assigned sub-professional work rather than clerical.

Although the Albany Librarianship Trainee Program was a recruitment program, it was not an internship type program. It was designed to be a program of early recruitment into the library profession. Students were recruited at the end of their sophomore year and provided with a three-year integrated program of pre-professional and professional education.

#### Input

##### Funding.

The program was designed as a three-year program and submitted to the United States Office of Education for funding under the Higher Education Act of 1965, Title II-B. Support was requested annually for each of the three years that the program was funded. The funds were for 20 trainee grants and the administration and other costs of the program.

##### Resources.

Arthur R. Kirwin, Jr. from the Schenectady Community College Library and Miss Pamela A. Carrington, a recent graduate of the Albany School of Library and Information Science,

were appointed Coordinator and Assistant Coordinator for the program. Both remained in those positions throughout the life of the program. They were responsible for the recruiting of trainees, the administration of the program, academic advisement of the trainees, and the general welfare of the trainees. The coordinator taught the introductory courses to the group. Interviews with the trainees and observation of the program indicated that they performed these functions well. The trainees felt free to go to their offices at any time to consult with them about problems. In the interviews each trainee estimated that they had gone to the program office at least once a week throughout the time they had been enrolled in the program.

#### Facilities.

Office space for the Coordinators of the program was provided by the School of Library and Information Science at Albany. This space was in the suite of offices and classrooms occupied by the School. It was a contributing factor to the involvement of the trainees in the social events and other functions of the School throughout the three-year program.

### Students.

The recruitment of the trainees was done during the summer of 1970. Community colleges in New York State and community and four year colleges outside the state were notified of the program by telephone and by a descriptive brochure. The librarians, guidance and placement officers of all community colleges in New York and the New England states were contacted. In addition, the brochure was sent to a number of junior colleges in Puerto Rico, Texas, California and the southern states for distribution in an effort to recruit blacks and Spanish speaking Americans into the program.

The offices of the Library Futures Program in New York City and the Library Careers Programs in Rochester and Syracuse assisted in publicizing the Albany program. The Educational Opportunity Program of SUNYA was contacted for names of possible candidates. The files of the Office of Financial Aid and Admissions of SUNYA were checked for candidates interested in librarianship. Also, the Coordinator and Assistant Coordinator of the trainee program attended the four summer planning conferences for incoming junior transfer students to the university.

The period of publicity and initial contact was followed by trips to interview prospective candidates for the trainee

program. Five trips were made within New York State. Seven minority group candidates were interviewed at schools in Texas, Mississippi, Georgia and Virginia. Four of these were admitted to the program.

The Coordinator and Assistant Coordinator for the program worked with the University Office of Admissions and the Office of Financial Aids to determine the University's requirements for the students to be admitted to the trainee program. In addition, an advisory committee composed of the Dean and four faculty members of the School of Library and Information Science at Albany met with Mr. Kirwin and Miss Carrington to review the applications and to establish the final guidelines for selection of grantees. The 20 grantees were chosen for the program on the basis of the following criteria:

1. meeting the minimum academic qualifications for transfer to the State University of New York at Albany,
2. commitment to three years of education leading to the bachelor's degree and to the master's degree in Library Science,
3. commitment to eventual entrance to the Library and Information Science profession, and
4. economic inability to finance this further education through family or personal resources.

A part of the evaluation process involved the use of a control group. This was a random sample of 20 students in the regular master's program of the School of Library and Information Science at Albany. Both the control group and the trainee group were in the master's program in the fall of 1972 when the data for the evaluation were collected. The same questionnaires, interview schedules, and student records were used to obtain information about both groups of students.

Throughout this evaluation the number of students in the control group always remained at 20. However, the number of students in the trainee group fluctuated from 18 to 21. Of the original 20 students, one dropped out at the end of the first semester of the junior year and was immediately replaced. Another student dropped out after being accepted into the master's program of the School. Two others were not admitted to the master's program. Two of these latter three students were replaced at the beginning of the third year. Therefore, the data for the trainee group are based upon the number in the program at the time the data were collected.

Tables 1 - 4 compare the socio-economic and educational backgrounds of the two groups. These data were collected to determine whether or not the program met its second objective

(see page 2) and the criteria for admission to the program (see page 8).

Table 1 compares the two groups on the basis of sex, race, age, and location of their home states. Of the 21 students in the trainee group and the 20 students in the control group there was little variation in the characteristics of their sex and their home state. The variation was in their racial background and their age.

TABLE 1

CHARACTERISTICS OF CONTROL GROUP OF STUDENTS AND  
STUDENTS IN THE TRAINEE PROGRAM

| Groups  | Sex |    | Racial Background |       |                  | Age   |       | Home State |       |
|---------|-----|----|-------------------|-------|------------------|-------|-------|------------|-------|
|         | M   | F  | White             | Black | Spanish-American | Range | Mean  | New York   | Other |
| Trainee | 6   | 15 | 12                | 7     | 2                | 21-30 | 21.57 | 17         | 4     |
| Control | 5   | 15 | 20                | 0     | 0                | 21-34 | 23.90 | 18         | 2     |

Within both groups an equal number of students came from the up-state New York area. Four students in the control group and three in the trainee group were from the New York City area. Of the students from outside the state, the two in the control group were from Pennsylvania and Illinois and those in the trainee group were from Georgia, Louisiana, and Texas. Two students came from the latter state.

One hundred percent of the control group had a caucasian racial background, while this was true of only 52.4 percent of the trainee group. In response to an inquiry about the racial composition of the total non-trainee group in the master's program, the investigator was told that it was 100 percent white.

The difference in the mean age of the two groups reflects the effect of recruiting between the sophomore/junior year versus recruiting after the baccalaureate degree was received. Fifty-five percent of the students in the control group were above the age of twenty-three, while this was true for only 15 percent of the trainee group.

Table 2 compares the educational background of the parents of the two groups of students. Among the parents of the trainee group, 81 percent of the parents had only a high school education or less. Twenty-three percent of these parents had only an eighth grade education. The reverse pattern was found among the parents of the control group of students. Seventy percent of the fathers and 45 percent of the mothers had various amounts of college education. Among the fathers of the control group, 45 percent had bachelor's degrees and 15 percent had advanced degrees, while among the mothers, 25 percent held bachelor's degrees and 10 percent advanced degrees.

TABLE 2

## EDUCATIONAL BACKGROUND OF THE PARENTS

| Groups   | 8th<br>Grade | 10th<br>Grade | High<br>School | 1 Yr. of<br>College | 2 Yrs. of<br>College | Bachelor's<br>Degree | Advanced<br>Degree |
|----------|--------------|---------------|----------------|---------------------|----------------------|----------------------|--------------------|
| Trainee: |              |               |                |                     |                      |                      |                    |
| Father   | 5            | 2             | 10             |                     | 2                    | 2                    |                    |
| Mother   | 4            | 1             | 12             | 2                   | 1                    | 1                    |                    |
| Control: |              |               |                |                     |                      |                      |                    |
| Father   | 1            |               | 5              | 1                   | 1                    | 9                    | 3                  |
| Mother   | 1            |               | 10             |                     | 2                    | 5                    | 2                  |

This difference in educational backgrounds was reflected in the occupations of the parents of the control and trainee group (see Table 3). A far higher percentage of the parents

TABLE 3  
EMPLOYMENT PATTERN OF PARENTS OF  
BOTH GROUPS OF STUDENTS

| Occupations              | Control Group |        | Trainee Group |        |
|--------------------------|---------------|--------|---------------|--------|
|                          | Father        | Mother | Father        | Mother |
| Professional             | 7             | 3      | 1             | 2      |
| Advertising              | 1             |        |               |        |
| Sales                    | 2             |        | 2             | 1      |
| Law enforcement          |               |        | 3             |        |
| Newspaper                |               | 1      | 1             |        |
| Airport control operator | 1             |        |               |        |
| Psychiatric aide         |               |        | 1             |        |
| Secretarial              |               | 5      |               | 2      |
| Clerical                 | 1             |        | 1             | 2      |
| Repair and mechanical    | 2             |        | 3             |        |
| Laundry and dry cleaning |               |        | 1             | 1      |
| Telephone operator       |               | 1      |               |        |
| Freeway toll collector   |               |        | 1             |        |
| Factory supervisor       |               |        | 1             |        |
| Cafeteria manager        |               |        |               | 1      |
| Cosmetologist            |               |        |               | 1      |
| Laborer                  | 1             |        | 2             |        |
| Farming                  | 1             |        | 1             |        |
| Housewife                |               | 10     |               | 10     |
| Retired                  | 3             |        | 2*            |        |
| Deceased                 | 1             |        | 1             | 1      |

\* One due to illness.

of the control group held professional positions than those of the trainee group. Table 3 shows that an equivalent number of mothers in both groups did not work outside the home.

Another indication of need for financial aid was the financial aid patterns of the two groups of students during their undergraduate and graduate programs. Table 4 shows these patterns.

TABLE 4  
FINANCIAL AID OF BOTH GROUPS OF STUDENTS  
DURING UNDERGRADUATE PROGRAM

| Type of Aid    | Trainee Group     | Control Group   |
|----------------|-------------------|-----------------|
|                | Fr. - Soph. Years | Fr. - Sr. Years |
| No aid         | 1                 | 8               |
| Scholarships   | 13                | 11              |
| Loans          | 14                | 3               |
| Part-time jobs | 11                | 5               |

One should note that the financial aid for the control group represents a four year period and that for the trainee group a two year period. All the students in the trainee program received tuition and stipends during their junior and senior year. The first year the stipend was \$1,600 per student and the second \$2,000. In addition, the students were paid by the libraries in which they were placed for the summer internship.

Table 4 shows that eight students among the control group had not received any financial aid during their undergraduate programs. Of those who received aid, seven had two different types of aid (i.e., scholarships and loans, scholarships and part-time jobs, or loans and part-time jobs). During their first two years of college all but one of the trainee students had financial aid. Six had two different types of financial aid and six additional students received three types of financial aid.

During their year of graduate study in the School of Library and Information Science at Albany the pattern of financial aid for the control group was as follows: no aid = 6, scholarships = 6, graduate assistantships = 5, loans = 4. One student was receiving two different types of aid. The students in the trainee program received tuition and a \$2,200 stipend during their year of graduate work.

During the three year trainee program, one of the trainee students received additional funds from a scholarship program and another worked part-time in the university library.

The data in Tables 1 - 4 show that the program did meet the second goal, "To recruit into the proposed program an initial group of 20 junior year students, drawn from

economically deprived groups, who would normally not see graduate professional work as an educational objective at the end of the sophomore year at college or upon the completion of junior college." A higher percentage of the trainee group came from minority groups, from families where parents had less education and were employed in lower paying jobs. The data also show that a higher percentage of the trainee group needed financial aid to complete their first two years of undergraduate work than was true for the control group. Among the control group 30 percent of the students did not receive financial aid while they were in the master's program.

To determine whether or not the students in the control group met the admission criteria "Commitment to three years of education leading to the bachelor's degree and to the master's degree in Library Science" and "Commitment to the eventual entrance to the Library and Information Science profession," the students in the two groups were asked the following three questions:

- 1) What was your career choice when you entered college as a freshman?
- 2) At what point in your life did you make the decision to become a librarian?
- 3) What was the reason for this decision?

The responses to these questions are tabulated in Tables 5 - 7. The data show an interesting pattern. As a group the trainees selected librarianship as a career choice earlier than the control group. Only 10 percent of the control group had selected librarianship as a career when they entered college while 28.6 percent of the trainee group had made the decision

TABLE 5  
FRESHMAN CAREER CHOICES

| Career              | Control Group | Trainee Group |
|---------------------|---------------|---------------|
| Librarian           | 2             | 6             |
| Teacher             | 8             | 6             |
| Biologist           | 1             | 1             |
| Medical Doctor      | 1             | 0             |
| Nurse               | 0             | 3             |
| Chemist             | 0             | 1             |
| Lawyer              | 1             | 0             |
| Political Scientist | 0             | 1             |
| Novelist            | 1             | 0             |
| Translator          | 1             | 0             |
| Graphic Arts        | 1             | 0             |
| Accountant          | 0             | 1             |
| Executive Secretary | 0             | 1             |
| No Choice           | 4             | 1             |

by that time. In addition, the data in Table 6 show that by the sophomore year in college 30 percent of the control group and 47.6 percent of the trainee group had made the decision to pursue a career in librarianship. Thirty-five percent of the

TABLE 6

## TIME OF DECISION TO BECOME A LIBRARIAN

| Time                     | Control Group | Trainee Group |
|--------------------------|---------------|---------------|
| Eighth Grade             | 0             | 3             |
| High School              | 2             | 3             |
| College Freshman         | 1             | 1             |
| College Sophomore        | 3             | 3             |
| College Junior           | 1             | 10            |
| College Senior           | 6             | 1             |
| After college graduation |               |               |
| 1 year                   | 3             | 0             |
| 2 years                  | 1             | 0             |
| 3 years                  | 1             | 0             |
| 6 years                  | 2             | 0             |

control group made the choice to become librarians one or more years after graduation from college. This indicates that librarianship was their second career choice.

From Table 7 one sees that library experience during the young adult years was a major factor which contributed to the students in the trainee program choosing librarianship as a career. The second most important factor was the financial aid provided by the Albany program. Library experience during the junior high through college years was not a major factor

TABLE 7

## REASON FOR SELECTING LIBRARIANSHIP FOR A CAREER

| Reasons                                                                         | Control Group | Trainee Group |
|---------------------------------------------------------------------------------|---------------|---------------|
| 1. Library experience:                                                          |               |               |
| In junior high school                                                           | 0             | 3             |
| In high school                                                                  | 1             | 3             |
| In college                                                                      | 3*            | 3             |
| Public library                                                                  | 1*            | 1             |
| 2. Career day for college seniors                                               | 1             | 0             |
| 3. Family friend is a librarian                                                 | 1             | 1             |
| 4. Library science degree required less time and money than first career choice | 1             | 0             |
| 5. Interest in books                                                            | 2             | 0             |
| 6. Interest in information science                                              | 0             | 1             |
| 7. Profession suited my interests and abilities                                 | 0             | 1             |
| 8. New image of librarianship                                                   | 0             | 1             |
| 9. Security of library work                                                     | 2             | 0             |
| 10. Range of job opportunities in librarianship                                 | 0             | 1             |
| 11. Financial aid provided by the Albany program                                | 0             | 6             |
| 12. Poor job market for persons with only bachelor's degrees                    | 6             | 0             |
| 13. Disliked teaching                                                           | 2             | 0             |

\* The public library experience and the college library experience for one individual came after graduation from college.

in the members of the control group selecting librarianship as a career.

These data in Tables 5 - 7 suggest that the Albany Librarianship Trainee Program not only recruited students into the profession at the beginning of the junior year in college, but assisted, through the provision of financial aid, some students to achieve their career goals who had been recruited much earlier.

Objective four of the program reads, "Through careful educational guidance, to encourage these students during their junior and senior years to choose majors, minors, and groups of electives which will give them social and academic competencies rare among students ordinarily coming to the graduate year in librarianship. When one considers the undergraduate majors (Table 8) of the students in both the control and trainee group, one questions whether this objective was achieved. The pattern of undergraduate majors for the two groups of students is similar. All of the control group had majors either in areas of the social sciences or the humanities. This was true for fifteen members of the trainee group, if one excludes Afro-American Studies and Theatre from these categories.

TABLE 8

## UNDERGRADUATE MAJORS OF THE TWO GROUPS

| Major Field of Study  | Control Group | Trainee Group |
|-----------------------|---------------|---------------|
| Afro-American Studies | -             | 2             |
| Anthropology          | 2             | 2             |
| Economics             | 1             | -             |
| Education:            |               |               |
| Elementary Education  | 1             | -             |
| English Education     | 1             | 1             |
| English               | 6             | 6             |
| Foreign Languages     | 2             | -             |
| History               | 3             | 1             |
| Nursing               | -             | 1             |
| Philosophy            | -             | 1             |
| Political Science     | 1             | 1             |
| Psychology            | 1             | -             |
| Social Studies        | 1             | 2             |
| Sociology             | 1             | 1             |
| Theatre               | -             | 1             |

A further breakdown by the number of courses taken by each group of students shows a similar pattern (Table 9).<sup>4</sup> Where

<sup>4</sup> These data were taken from the undergraduate transcripts of the two groups of students. Since the credits for the courses were reported in a variety of ways, i.e., semester hours, quarter hours, units, etc., the decision was made to use the number of courses in a subject area rather than try to determine a standard credit for each course.

TABLE 9

NUMBER OF UNDERGRADUATE COURSES IN THE VARIOUS SUBJECT  
AREAS TAKEN BY THE TWO GROUPS OF STUDENTS

| Courses                   | Control<br>Group<br>N=20 | Trainee<br>Group<br>N=19 |
|---------------------------|--------------------------|--------------------------|
| Communication Skills      |                          |                          |
| Rhetoric and Composition  | 43                       | 54                       |
| Oral Communication        | 10                       | 24                       |
| Humanities (General)      | -                        | 4                        |
| Art                       | 26                       | 8                        |
| Languages: French         | 37                       | 15                       |
| German                    | 3                        | 4                        |
| Latin and Greek           | 3                        | 10                       |
| Russian                   | 4                        | 13                       |
| Spanish                   | 12                       | 22                       |
| Linguistics               | -                        | 8                        |
| Literature                | 114                      | 99                       |
| Music                     | 22                       | 28                       |
| Philosophy                | 25                       | 23                       |
| Religion and Theology     | 21                       | 13                       |
| Theatre                   | 11                       | 26                       |
| History                   | 91                       | 60                       |
| Social Sciences (General) | 2                        | 5                        |
| Anthropology              | 20                       | 57                       |
| Economics                 | 24                       | 13                       |
| Education                 | 42                       | 25                       |
| Geography                 | 4                        | 13                       |
| Political Science         | 31                       | 32                       |
| Sociology                 | 34                       | 39                       |
| Statistics                | 2                        | 14                       |
| Minority Group Studies    | -                        | 51                       |
| Pure and Applied Sciences |                          |                          |
| Astronomy                 | -                        | 2                        |
| Biology                   | 26                       | 38                       |
| Chemistry                 | 8                        | 9                        |
| Earth Sciences            | 10                       | 12                       |
| Mathematics               | 24                       | 34                       |
| Physics                   | 1                        | 0                        |
| Psychology                | 37                       | 28                       |

TABLE 9 (contd.)

| Courses                       | Control<br>Group<br>N=20 | Trainee<br>Group<br>N=19 |
|-------------------------------|--------------------------|--------------------------|
| Nursing                       | -                        | 20                       |
| Business and Commercial       | 1                        | 12                       |
| Miscellaneous                 |                          |                          |
| Orientation                   | 1                        | 1                        |
| Independent Study             | 2                        | -                        |
| Senior Seminar                | 1                        | -                        |
| Physical Education and Health | 56                       | 27                       |
| Military Science              | 1                        | 2                        |

there are wide discrepancies between the two groups for a subject area, it was the result of students from one group majoring in the area. The area of languages show rather surprising results. Although two students in the control group majored in languages, and this was not true for any members of the trainee group, the total number of language courses taken by the latter group is larger.

The data in Table 9 also show that the students in the trainee group had more courses in the sciences than did those in the control group.

The courses included under the category, Minority Group Studies, were primarily Afro-American Studies. However, two of the fifty-one courses dealt with Puerto Rican Americans.

For purposes of this evaluation the Library Science courses taken at the undergraduate level by the two groups of students are shown separately in Table 10. Only three students

TABLE 10

A COMPARISON OF LIBRARY SCIENCE COURSES TAKEN AT THE UNDERGRADUATE LEVEL BY THE TWO GROUPS OF STUDENTS

| Library Science Courses                             | Control Group | Trainee Group |
|-----------------------------------------------------|---------------|---------------|
| Introduction to Librarianship                       | -             | 19            |
| Introduction to Reference and Book Sel.             | 1             | 19            |
| Literature for Children                             | -             | 12            |
| Literature for Young Adults                         | 1             | 10            |
| Books in America                                    | -             | 9             |
| Film and Libraries                                  | -             | 9             |
| History of Books and Printing                       | -             | 8             |
| Libraries and Information Centers as Organizations  | -             | 7             |
| Reference Processes                                 | -             | 6             |
| Research Methods                                    | -             | 3             |
| Library Practice and Seminar                        | -             | 2             |
| Library Administration                              | -             | 2             |
| Administration of School Libraries                  | -             | 1             |
| Current Problems in Library and Information Science | 1             | 1             |
| Bibliography                                        | 2             | -             |
| Introduction to Information Techniques              | 1             | -             |
| Development of Library Resources                    | 1             | -             |
| Bibliographic Control of Libraries                  | 1             | -             |
| Media for Children                                  | 1             | -             |
| Libraries and Adult Reading                         | 1             | -             |
| Total                                               | 10            | 109           |

from the control group had taken any library science courses as undergraduates. One had an undergraduate minor and each of the remaining two students had taken a course in bibliography. One can see from the list of courses taken by the trainee group at the undergraduate level that they were primarily courses which introduced them to librarianship and its literature.

Since the two groups of students were both in the master's degree program at the time they were compared, one also should look at the grade point averages for their undergraduate work, their graduate record examination scores, and their work experience prior to entrance into the master's program. One sees from Table 11 that the difference between the grade point averages for the two groups of students is slight. The mean for the control group is slightly above a B grade and for the trainee group it is slightly below. The difference in the mean GRE scores for the two groups is much larger. The mean score for the control group was 134 points higher on the verbal section and 156 points higher on the quantitative section than the mean score for the trainee group.

There are several probable factors which contribute to the lower GRE scores for the trainee group: a lower socio-

TABLE 11

## ACADEMIC STANDING OF THE TWO GROUPS OF STUDENTS

| Academic Standing           | Control Group | Trainee Group |
|-----------------------------|---------------|---------------|
| Grade Point Average*        |               |               |
| Range                       | 2.1-3.8       | 2.3-3.7       |
| Mean                        | 3.027         | 2.82          |
| Graduate Record Examination |               |               |
| Verbal: Range               | 500-780       | 280-750       |
| Mean                        | 624           | 490           |
| Quantitative: Range         | 390-740       | 280-560       |
| Mean                        | 575           | 419           |

\* On a 4 point scale. For all four years of undergraduate course work.

economic background, their mean age was 2.33 years younger than the control group, and they did not have the range of work experience as is shown in Table 12. In addition, five students in the control group had some graduate work before entering the master's program in library science. Two had taken graduate level courses in Education, two more had advanced work in English, and the fifth student had a master's degree in political science.

The work experience listed in Table 12 does not include the summer internship program for the library trainees. From the table one sees that the control group had a wider range of work experience than did the trainee group of students.

TABLE 17

WORK EXPERIENCE OF THE TWO GROUPS OF STUDENTS  
SINCE THEIR SOPHOMORE YEAR IN COLLEGE

| Type of Experience                                  | Control Group | Trainee Group |
|-----------------------------------------------------|---------------|---------------|
| Library (excluding internship program for trainees) | 5             | 5             |
| Teaching                                            | 4             | 0             |
| Teacher's Aide                                      | 2             | 2             |
| Summer Recreational Programs                        | 6             | 2             |
| Peace Corps                                         | 1             | 0             |
| U.S. Army                                           | 1             | 0             |
| Welfare Case Worker                                 | 1             | 0             |
| Translator                                          | 1             | 0             |
| Technicians                                         | 2             | 1             |
| Office Work                                         | 6             | 5             |
| Sales Clerk                                         | 5             | 2             |
| Waitress                                            | 2             | 1             |
| Theatre Cashier                                     | 0             | 1             |

In summary the input for the Albany Librarianship Trainee Program consisted of three factors: funding under the Higher Education Act of 1965, Title II-B, the facilities provided by the School of Library and Information Science at Albany, and the students. A comparison of the student input with a sample group of students from the master's program of the school shows that they differed in the following ways: the trainee

group

- 1) had a lower mean age,
- 2) was a mixed racial group,
- 3) were from economically disadvantaged families,
- 4) had made the decision to become librarians at an earlier period in their lives,
- 5) had lower GRE scores, and
- 6) had more undergraduate course work in library science than did the control group of students.

There were only slight differences between the two groups of students when they were compared on the basis of undergraduate course work and GPA.

It was felt that the input in terms of students did meet the program objective to recruit a group of 20 junior year students from economically deprived groups, who would normally not see graduate professional work as an educational objective at the end of their sophomore year. However the data do not show that the trainees as a group selected majors, minors and electives which gave them academic competencies rare among students entering a graduate program in librarianship.

### Process

The processes designed to achieve the goals of the Albany Librarianship Trainee Program were:

- 1) the selection and recruitment of students into the program,
- 2) the work of the Coordinator and Assistant Coordinator,
- 3) the library science courses taken at the undergraduate level,
- 4) a community project, the Albany Jail Library Project,
- 5) the summer internship program, and
- 6) field trips and lectures.

All of these have been described in detail in the various reports generated by the project. The selection and recruitment process has been described in detail in the INPUT section of this evaluation and other processes have been mentioned. Therefore, this section will not repeat the discussion of the processes or describe them in detail, but will attempt to evaluate them in terms of their achievements.

### Program Office.

Much of the success of the program should be contributed to the work of the Program Office. This office was located in the quarters of the Library School. All of the trainees felt free to go to the office at any time to discuss whatever

problems they had: financial, academic, or personal. This relationship served two purposes. It made the trainee students feel a part of the library school program even during the time they were undergraduates. It also permitted the Coordinator of the program to act as "co-academic advisor" to the trainees.

#### Library Science Courses for Undergraduate Minor.

During the first semester of their junior year the twenty students in the trainee program were enrolled in an orientation course. The purpose of the course was to expose the group to the various aspects of the field of librarianship rather than to a body of knowledge. This purpose was accomplished through a variety of activities:

- 1) lectures on and tours of the library of SUNY at Albany;
- 2) a lecture and tour of the New York State Library;
- 3) field trips to visit the Chapin (Rare Book) Library of Williams College, the Art Library of Clark Institute, the Library of Marlboro College, the Widener Library and Peabody Museum Library at Harvard, the Countway Library of Medicine in Boston and the Boston Public Library;
- 4) a lecture on the challenge of inner-city librarianship by Bernard Finney of the Upper Hudson Library Federation;
- 5) an introduction to the literature of librarianship;

- 6) comparison of the American and international viewpoint of the profession of librarianship;
- 7) informal coffee hours and a faculty/student reception.

During the second or spring semester of the junior year the students were all enrolled in the course, Introduction to Book Selection and Reference. These two courses were the only ones which all the trainees took at the undergraduate level. The students were enrolled in fifteen semester hours of course work including the one course in library science each semester of their junior year.

Again in their senior year, the students were enrolled in fifteen semester hours of course work each semester, including one or two courses in library science a semester. However, during this year the students were allowed to select from a number of library science courses. The range of courses which they selected is shown in Table 10. This gave them exposure to a diverse group of the faculty of the School.

#### Reorganization of the Albany County Jail Library.

The group of trainees was involved in this project during the second semester of their junior year. A complete report of this project has been issued by the Albany Librarianship

Trainee Program.<sup>5</sup> The goal of the project was to work with the administration of the Albany County Jail in reorganizing the jail library and to serve as a liaison between the jail and Upper Hudson Library Federation in attempting to establish public library service to the jail inmates. This project gave the trainee group of students some "hands on experience" in planning a program of library services. They reviewed the literature pertaining to prison library service, studied all the applicable standards, worked with the officials at the jail and from the Upper Hudson Library Federation, visited other institutional libraries, surveyed the needs in terms of the inmates and existing programs at the jail, and surveyed and weeded the jail library collection.

The students were able to see some immediate results from their efforts. The jail library was redecorated and students from the colleges and universities of the area contributed over 500 books to replace the unsuitable materials which had been weeded from the collection. The students also wrote a report of the project in which they made recommendations for further improvement of the Albany Jail Library Program.

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<sup>5</sup> Albany Librarianship Trainee Program. Reorganization of the Albany County Jail Library, Special Project Spring 1971. Albany: SUNY, School of Library and Information Science, 1971.

Summer Internship Program.

At the end of the junior year fourteen of the twenty trainees were placed in libraries for a six week internship. The cooperating libraries paid a salary of \$300 to each intern and the Albany Librarianship Trainee Program arranged a stipend of \$450 for the period. The six remaining students took their internships the following summer after their senior year. All the trainees had participated in the internship program prior to entrance into the master's program.

The program administrators made every effort to place the students in the type of library in which they were interested in working. Two were placed in public library system headquarters, five in public libraries, three in four-year academic institutions, three in junior colleges, and four in special libraries.

The Program Office had three means of evaluating the internships: by the immediate supervisor of the student in the participating library, by each of the student-trainees, and by the program administrators. Either the Coordinator or Assistant Coordinator of the program visited each trainee during their period of internship.

The evaluations written by the supervisors expressed a favorable reaction to the internship program. All were pleased with the work of the student and several stated a willingness to employ the trainees at the end of their master's work.

For the most part the evaluations written by the individual trainees and the program coordinators were favorable. There were many comments about the wide variety of library experiences which the internship provided for each student. The students felt that the internship enabled them to see the relationship between classroom learning and its application to the job. The experience generated questions in the minds of the students, such as "what is the philosophy of librarianship? Also it answered, for a number of the students, the question about the type of library work they would find most interesting

The negative comments about the internship program were the typical criticisms which usually result from an internship or practice work program. Several trainees believed too much of their internship work dealt with the clerical routines of the library. A few others believed they spent too much time watching various tasks being performed rather than doing them.

Several felt the internship period was not long enough and one complained of the lack of supervision of his work.

#### Field Trips and Lectures.

In addition to the field trips and lectures which were a part of the orientation course, special trips and lectures were provided for the students throughout the remainder of their program. The purpose was to expose them to as wide a variety of libraries and of aspects of librarianship as possible.

#### Student Evaluation of the Process.

During a visit to the SUNYA School of Library and Information Science the evaluator interviewed both the trainee and control groups to determine their reactions to their total program. This visit was during the fall semester when the students were enrolled in the master's program. Each student filled out a questionnaire providing background data before the interview.

The reaction of the trainee group of students to the program was favorable. They agreed that they felt no pressure or obligation to continue on into the master's program after the receipt of their B.A. degrees. This was an individual decision

made by each student. Only one student withdrew after receiving the B.A. degree and two were not admitted to the master's program.

The trainees believed that the field trips, lectures, internship, and Albany Jail Project provided an exposure to a wide diversity of the library profession. This exposure assisted them in their choice of courses after they entered the master's program and helped them to decide the type of library work they wanted to do after graduation. They also believed this exposure made them more aware of the problems and trends within the profession. The control group believed that the lack of such experiences at the undergraduate level made it more difficult for them to make career decisions when they enrolled in the master's program.

This difference in attitude was similar to the difference which was found when a semantic differential test was used with the trainee group and a control group.<sup>6</sup> The trainees were tested prior to and after their internships. The results

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<sup>6</sup>Albany Librarianship Trainee Program. Test Material on Summer Internships of Trainees (1971 and 1972), unpublished report. State University of New York at Albany, 1972.

showed that the trainees did not have the expectations that the control group had on coming to the library school. The perceptions of the trainees were more realistic. The test results were strongly supportive of the overall intentions of the trainee program, i.e., to give the students a thorough introduction and orientation to the profession and to the library school while they were undergraduates. They also were prepared for the summer internship program by this introduction and orientation.

This exposure to librarianship at the undergraduate level led the group of trainees to conclude that one year of preparation for librarianship at the master's level was not adequate preparation. They believed a two year program was necessary. This could be an undergraduate/graduate program similar to the trainee program or a two year graduate level program. As a group, they were strong advocates of the need for continuing education after the master's degree.

The major criticism which the trainee group had of the entire program was that it did not provide them with a new and different outlook on librarianship. They agreed that it had provided them with an outstanding pre-professional and professional education of the type which was traditional to librarianship.

From this discussion of processes one would have to agree that the third objective of the program was accomplished. The program did provide the trainees with a three-year integrated program of pre-professional and professional education, which was a mixture of professional education, professional experience and professional involvement.

#### Product

It is too early to totally evaluate the products of this program. That will have to be done after they have been in the profession for a period of time.

The program had a lower drop out rate than any of the similar programs to date. Twenty students were enrolled in the program in the fall of 1970. At the beginning of the second semester in January 1971 one student left the program and was replaced by a student from SUNYA's Educational Opportunity Program. In the fall of 1972 eighteen of the twenty students were admitted to the master's program. Two students were not accepted on the basis of their academic record. Another student withdrew for personal reasons. The two students who were not accepted were replaced for this third year by graduate level students. Therefore, sixteen or 80 percent of the original students who began the program completed the master's degree.

In the Library Careers Program at Rochester which was designed to recruit women with college degrees into the profession through internships, 41 percent continued into master's programs. For the Library Futures Project in New York City the retention rate was 50 percent.<sup>7</sup> The Florida State Library program, which was more similar to the Albany Trainee Program than the others, had a retention rate of 29 percent for its first group of interns.<sup>8</sup> None of these programs provided a stipend for the students to take master's level work in librarianship. Undoubtedly this was a large factor in the decision of the Albany trainees to continue in the program for the third year.

At the time of this writing, eleven of the trainees have been placed in jobs and one has been awarded a fellowship to do graduate work in anthropology. Of these eleven, six have been employed in public libraries, two each in school and academic libraries and one as the librarian of a correctional institution.

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<sup>7</sup>Decker, op. cit.

<sup>8</sup>B. D. Miller. Interest and Involvement = Interns. Florida Libraries, 20:162-3, 1969.

### Conclusions

When looking at the total results of the Albany Librarianship Trainee Program, one would have to say that it was a success. It recruited into the profession 23 (including replacements) economically disadvantaged students and retained 19 of these through the master's program of the School of Library and Information Science at SUNYA. This group of students had a lower mean age than the regular students in the master's program. The fact that librarianship was the first career choice for a higher percentage of this group than the control group points out a real advantage to recruiting students earlier in their college careers. One wonders how many students we now lose by not recruiting until the end of the senior year.

Through a process of exposure to a wide variety of libraries and to the various aspects of librarianship while the students were undergraduates, the program enabled the students to make career choices prior to their entrance into the master's program. It is not uncommon for students in graduate programs in librarianship to be undecided about the types or aspects of librarianship which are most appealing to them. This is the bases for the arguments library schools use for providing generalized rather than specialized programs of graduate library education.

The Albany Librarianship Trainee Program satisfied three out of four of its original objectives. It did not fully meet the objective of encouraging students during their junior and senior years to choose majors, minors, and groups of electives which would give them social and academic competencies rare among students in graduate programs in librarianship. Only four trainees had undergraduate programs which were different from the students in the control group.